



# **KiD Safe**

**VIRGINIA**

**Personal Safety Lessons  
for Children  
Kindergarten to Grade 4**



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Development of this publication was funded by the Governor's Office for Substance Abuse Prevention (GOSAP), using the Governor's portion of Safe and Drug-Free Schools and Communities Act funding authorized under Title IV, Part A of the No Child Left Behind Act of 2001.

A special thanks to the Chesterfield County Police Department, Child Safety Office, for generously sharing their Success Through Education and Proactive Policing (STEPP) materials that served as a model for the development of the **KIDsafe** Virginia Personal Safety Lessons for Children.

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December 2002

# Introduction

Personal Safety Lessons presented here are intended to enhance a child's ability to remain safe. Lessons are designed for students in kindergarten through grade 4 and focus on the following topics:

<i>Grade Level</i>	<i>Lesson</i>
<b>Kindergarten</b>	<b>Lesson 1. Community Safety Helpers and You</b>
<b>Kindergarten</b>	<b>Lesson 2. Seat Belt Safety</b>
<b>1</b>	<b>Lesson 3. Emergency! Dial 911</b>
<b>1</b>	<b>Lesson 4. Danger! Stop and Tell!</b>
<b>2</b>	<b>Lesson 5. Safe Places, Safe People</b>
<b>2</b>	<b>Lesson 6. What's Right, What's Not</b>
<b>3</b>	<b>Lesson 7. Safe at Home</b>
<b>3</b>	<b>Lesson 8. Safe in the Neighborhood</b>
<b>4</b>	<b>Lesson 9. No Bullies Allowed</b>
<b>4</b>	<b>Lesson 10. Smart Choices for Safe Kids</b>

All lessons have been developed to be consistent with Guidelines for Programs to Reduce Child Victimization developed by the National Center for Missing and Exploited Children. According to these Guidelines, all material proposed for use by schools and organizations that serve children should:

- ♦ be based on accepted educational theories.
- ♦ be appropriate for the age and educational and developmental levels of the child.
- ♦ offer concepts that will help children build self-confidence in order to better handle and protect themselves in all types of situations.
- ♦ have multiple program components that are repeated several years in a row.
- ♦ utilize qualified presenters who use role-playing, behavioral rehearsal, feedback and active participation.

It is recommended that lessons be taught by, or in collaboration with, law enforcement professionals as part of a broader school-law enforcement partnership to promote safe schools. Such partnerships have the added benefit of making public safety expertise available to schools and adding a community resource to reinforce the educational process. These lessons are intended to serve as an additional resource for SROs who provide law-related education as part of their core responsibilities in schools. It is recommended that SROs coordinate with the school administrator prior to delivering instruction.

A *Parent Guide to Personal Safety for Children* also is available for use as a complementary program component. The Guide is designed to enhance communication between parents and children about personal safety and to encourage effective adult supervision and protection. The Guide may be used separately in presentations to parents or may be sent home to parents with students who participate in the lessons.

# Presenter Information

## Assumptions

Personal safety education is based on the assumption that if we can improve the knowledge, self-confidence, and assertiveness of children, then:

- ♦ they will be safer because they will be better able to recognize danger and resist potential offenders; and,
- ♦ they will be able to deter many offenders who look for and prey on vulnerable children.

## Goals

The Overall goals of these personal safety lessons are as follows:

- ♦ to enhance a child's ability to avoid danger;
- ♦ to enhance a child's self-confidence;
- ♦ to reduce feelings of guilt and blame that often are associated with victimization;
- ♦ to promote disclosure of abuse and victimization;
- ♦ to enhance and coordinate community responses;
- ♦ to enhance communication between parents and children about personal safety;
- ♦ to reinforce adult supervision and protection; and,
- ♦ to deter offender behavior.

## Practicing Personal Safety

The most effective personal safety education requires active student participation. Students need to apply knowledge and rehearse skills they are learning. Role-playing, rehearsal of protective measures and feedback are essential! Multiple sessions produce better results than a single session. For best results, plan to offer lessons as a series over time.

## Preparing to Present Personal Safety Lessons

As a presenter, you'll be more successful if you —

- ♦ Take time to become thoroughly familiar with program materials. Included for each lesson are the learning objectives, instructional notes, activities, resources and related Virginia Standards of Learning.
- ♦ Anticipate the possibility that students may disclose personal information and plan how to handle such cases sensitively and in accordance with applicable legal requirements, particularly when abuse or exploitation are suspected.

## Engaging Parents

The importance of parental involvement cannot be overstated. The most basic protective strategy is a parent talking with a child about personal safety. Additionally, it has been found that children are likely to consider a program more interesting and helpful if it provides information for them to take home and if it prompted a discussion with parents. Making this connection can make a big difference!

## A Word About Children With Special Needs

It is very important that children who are physically and/or developmentally challenged take part in personal safety education because they often are more vulnerable. It is recommended that presenters work with the special education specialists to ensure that children with special needs take part in safety education. In general, special needs children may need to repeat key parts of the program, role-play, or rehearse desired behaviors more frequently and have safety messages reinforced more regularly.



# Lesson 1: Community Safety Helpers and You

## Grade Level:

Kindergarten

## Purpose:

To teach students about law enforcement officers and other uniformed community safety helpers that protect them and give them rules to follow.

## Key terms:

police  
deputy  
firefighter  
rescue worker  
rules  
laws

## Materials:

Full law enforcement uniform

Pictures of community safety helpers and pictures of their vehicles and other equipment

## Learning Objectives:

### Students will:

1. recognize community safety helpers as their friends and sources of help;
2. be able to tell the difference between community helpers by their uniforms and to tell what their job is in the community;
3. be familiar with the different parts of a community helper's uniform;
4. identify the need for rules; and,
5. identify some laws.

## Presentation Notes:

**INTRODUCE** yourself as a community safety helper who works for the Police Department or Sheriff's Office.

**ASK** children to name other community safety helpers who wear uniforms.

- ♦ Firefighters
- ♦ Police
- ♦ Rescue Workers
- ♦ Uniformed security personnel and military personnel also may be named

Using pictures, **IDENTIFY** community helpers, their vehicles and equipment.

**EXPLAIN** the different roles of community safety helpers, the types of emergencies they respond to, and why they wear a uniform.

**REVIEW** the role of the police officer/deputy in greater detail:

- ♦ help people by directing traffic
- ♦ help those in trouble
- ♦ help lost children find their parents
- ♦ help people at an accident
- ♦ help catch people who have broken the law

**IDENTIFY** ways children can help the police:

- ♦ by following the rules; that will keep them out of trouble
- ♦ by listening to the people in charge; that will keep them safe

**ASK** students to explain what the word **rule** means to them.

Allow the students to respond with their own ideas.

**DEFINE** the word **rule**.

A rule is a guide. It helps us to do something the right way.

**Rule:** something written or said that tells us how to act.

**ASK: Where are rules?**

Rules are everywhere: home, school, and community.

**ASK: Why do we need rules?**

We need rules because they protect us and keep things organized. There are certain things that we must not do and other things that we must do if we are to live and get along together in communities. Some of the most important rules for happy living are those that help protect our families, friends, and neighbors.

**ASK: Why should we follow rules?**

If rules are broken, it may be dangerous or unsafe to ourselves and others. If a rule is broken, the person who breaks the rule will experience consequences.

**ASK: Who makes rules?**

Anyone can make rules. Parents make rules for their children, teachers make rules for their classroom, and bosses make rules for their employees. Kids can even make rules for games they play. The person or people who make the rules are the ones who develop the consequences for the people that break rules.

**ASK: What are some rules you have to follow? Who made those rules? Who punishes you if you break them?**

Examples: making your bed; running in the hallway; raising your hand in class; saying "please" and "thank you."

**ASK: What is a law?**

A law is a rule made by an authority of government or society. The punishment for breaking a law is usually more severe than breaking a rule. You can go to jail for breaking some laws or lose other freedoms and privileges.

Laws and rules are the same in some ways because they are both made to protect people and keep things fair and in orderly.

**ASK** students to name some laws that they know.

**ASK: Who enforces the laws?** Police officers or sheriff's deputies.

**ASK: What rules do students see others following in the community?**

There are community laws such as crossing at a crosswalk. There are also traffic laws such as stopping for lights.

**REVIEW** each feature of the law enforcement uniform, describing purposes and uses that would be of interest to kindergarten students:

**Badge**

Worn over the heart on the left side. Explain the difference in the badges that helpers wear. Also explain that just because someone shows them a badge, it doesn't mean they are a community helper. They should never go anywhere with someone just because the person shows them a badge. Point out the American flag on patch and/or pin.

**Tie**

Show that this tie is special - choose a volunteer; loosen the clip and have a child pull on the tie. Show how easily it will come off if a bad person tries to hurt you.

**Pants and shirt**

Explain the word uniform and why everyone wears the same outfit. Discuss the color(s) of your uniform and explain any differences in uniforms among officers assigned to different duties.

**Patches**

Explain that the patches identify the officer's job and where they work. It is very important for the students to learn to read so when observing uniforms they will know the community helpers duty or job.

**Whistle**

Used to direct traffic. It's shrill sound is easily heard. Explain that one toot means stop and two toots mean go.



### **Hat**

The officer must wear the hat as part of the uniform. It protects the officer's head from rain, snow, and sun. Officers cannot carry an umbrella because they must have their hands free to help and protect people. Mention that some children think the officer looks mean with the hat on. Put on hat and sunglasses - turn around. Ask if anyone thinks you look scary.

### **Raincoat**

Explain why some raincoats are orange and the need for visibility.

### **Vest**

Explain how the color and reflective strips help to make the officer visible.

### **Belt**

Explain that police officers have two belts: one to hold their pants up and the other to carry all of their equipment. The belt is called a Sam/Sally Brown belt and allows the officers to keep their hands free to help people. Have children guess what goes in each compartment.

### **Gloves**

Used when someone is hurt to keep the officer's germs from contaminating the victim or the victim from contaminating the officer.

### **Pepper spray case**

Used to protect police officers if someone tries to hurt or fight with them. It burns the person's eyes for a short while and leaves no permanent damage. Pepper spray allows officers to calm down an abusive person without long-term harm to either of them.

### **Baton**

Used for protection in a large crowd of people. Stress the point that police officers do not abuse people with their batons.

### **Handcuffs**

Used on grown ups. Used so that the person will not try to hurt himself/herself or the police officer. Explain that handcuffs are to help keep the individual under control. They are not used for children who are disobeying their parents.

### **Holster**

Holds the officer's gun in a safe position. Explain that children should never be around guns. The gun is used only as protection. (Refer to the patch). Police officers carry guns to protect themselves and others.

## **Recap And Review:**

- ♦ Who are community safety helpers? Police, firefighters, and rescue workers.
- ♦ What are rules? A guide; it helps us to do something the right way.
- ♦ What is a law? A rule made by the government or community.
- ♦ Why do we need rules? Because they protect us and keep things organized.

## **Concluding Activity:**

Have students match community safety helpers to their equipment and what they do by voting: thumbs up for "yes" and thumbs down for "no."

**POST PICTURES** of police, firefighters and rescue workers. Then hold up a picture of one's equipment. **ASK** students to match the equipment to each community helper; have students indicate "yes" or "no" with a thumbs up or thumbs down.

**NAME** several simple types of emergencies (e.g., a building catches fire, someone falls and breaks his leg, a store is robbed). **ASK** students to match the emergency to the community safety helper.

### Additional Activities:

- ♦ Go on a field trip to your local police department/sheriff's office and learn about the different jobs of people who work there.
- ♦ Make trading cards of police officers/deputies you meet on your field trip or from books. On one side of the card students can draw a picture of the officer or attach a photograph. On the other side, include the officer's name, job, and favorite part of his or her job.
- ♦ Lead the class on a walk around the neighborhood. Have students identify all the traffic and safety signs they see on the walk. They can draw pictures of the signs too.

## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 1. Related Standards</i>
<b>English</b>	<p>K.1 - The student will demonstrate growth in use of oral language following one-step and two-step directions.</p> <p>K.2 - The student will use listening and speaking vocabularies.</p>
<b>History and Social Science</b>	<p>K.5 - The student will match simple descriptions of work that people do and the names of those jobs with examples from the local community.</p> <p>K.8 - The student will identify traditionally patriotic symbols such as those associated with America including the flag.</p>
<b>Health</b>	<p>K.3 - The student will explain the concept of being safe. The need for rules and practices.</p> <p>K.4 - The student will identify sources of health and safety information.</p> <p>K.5 - The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.</p>

### Supplementary Resources:

Additional activities and coloring sheets on community helpers can be downloaded from <http://www.first-school.ws/activities/commhelper/policeofficer.htm/>

[http://www.lssd.mb.ca/Health\\_website/resources/k\\_resources.htm/](http://www.lssd.mb.ca/Health_website/resources/k_resources.htm/)

## Lesson 2: Seat Belt Safety

### Grade Level:

Kindergarten

### Purpose:

To teach students about the proper use of seat belts and the importance of protecting themselves while traveling in vehicles.

### Key terms:

seat belt  
child safety seat  
booster seat

### Materials:

A demonstration seat belt

“Wear Your Seat Belt Song/Poem”  
handout

Child safety seat and booster seat  
(optional)

### Learning Objectives:

#### Students will:

1. learn who should wear seat belts and when they should wear them;
2. be able to demonstrate how to properly buckle a seat belt and how to adjust the fit on their body;
3. will be able to identify excuses people use for not wearing a seat belt; and,
4. develop an awareness of seat belt safety laws.

### Presentation Notes:

**INTRODUCE** the lesson by teaching the students to sing the Wear Your Seat Belt song (to the tune of Frere Jaques).

*Wear your seat belt, wear your seat belt  
Buckle up - click, buckle up - click  
When you're in the car  
Going near or far  
Buckle up - click, buckle up - click.*

**Alternative:** Teach students the following poem:

*My seat belt should be very snug,  
To feel just like a big, big hug.  
When it goes click, that's when I know  
I'm buckled up and ready to go.*

**ASK** students to name some things they do every day to stay safe and healthy.

#### Examples:

- ♦ Brush your teeth
- ♦ Look both ways before crossing the street
- ♦ Get a good night's sleep
- ♦ Stay away from dangerous things like fire

#### **ASK: Who should buckle up?**

Suggested questions:

Do teachers need to wear seat belts?

Do police officers need to wear seat belts?

Do parents need to wear seat belts?

Do racecar drivers need to wear seat belts?

Who needs to be buckled up?

EVERYBODY!

#### **ASK: Is buckling your seat belt a rule or a law?**

It is a law because it is a rule made by the government or community and enforced by police officers.

**ASK: Why should children buckle up?**

- ♦ to obey the law
- ♦ to stay safe

**ASK** what could happen?

**DEMONSTRATE the 4 steps to wearing seat belts:**

1. Pull
2. Buckle
3. Click
4. Check

**ASK** one or two volunteer students to demonstrate.

**Key points:**

- ♦ Seat belt should be low over hip-bones — not over the soft stomach area. Have students feel their hipbone.
- ♦ Seat belt should be across collar-bone — not neck or face. Have students feel for their collarbones.

**ASK: When should you wear a safety belt?**

Give them a start by asking:

- ♦ Do you need to wear it when you're just going a short distance?
- ♦ Do you need to wear it when the driver is a really good driver?
- ♦ Do you need to wear it if you're sitting in the back? If the car has an air bag?

**ASK: Have you ever seen an accident near your home?**

Make the point: Wear your seat belt because accidents can happen anywhere!

**ASK: What excuses do people give for not buckling up?**

"I'm in a hurry."  
"We aren't going very far."  
"I am a good driver."  
"I have never had an accident."

**Key points:**

- ♦ It's easy, and takes very little time.

- ♦ Accidents can happen anywhere.

- ♦ You may be a good driver but someone else may not be and they could hit you.

**ROLE-PLAY:**

Pretend to get in a car and buckle up while the children count. Have a volunteer try to beat your time.

**REVIEW** seat belt safety laws

- ♦ Babies and children under four years old **MUST** be in a child safety seat regardless of weight.
- ♦ Children between the ages of 4 and 6 years old must be in a child safety or booster seat unless they absolutely cannot fit — then they must wear a seat belt.
- ♦ Children between 6 and 15 years old must be buckled no matter where they are sitting.

Who can you check with to make sure you're using your seat belts and car seats properly? Families can have their car seats checked to make sure they're installed properly. [Instructor is to provide information about appropriate local community resources].

- ♦ All front seat passengers must be buckled — even adults.

**REVIEW** what happens if the laws are violated; who gets ticketed; whether a policeman can pull someone over just because he/she sees that someone is not wearing a seat belt.

**ASK: How else can you be safe in a car?**

- ♦ Sit properly; no kneeling or standing.
- ♦ Never ride in a cargo area.
- ♦ Never sit on someone's lap or buckle up with anyone.
- ♦ Keep arms inside the vehicle.
- ♦ Do not distract the driver by yelling, screaming, or throwing things inside the vehicle.
- ♦ The safest place for children is in the back seat even if there is no air bag.

## RECAP and REVIEW:

- ♦ Who should wear a safety belt?  
Everyone!
- ♦ Why?  
To protect you — to stay safe!
- ♦ When should you wear a safety belt?  
Always!
- ♦ How do you know you're wearing it properly?
- ♦ PULL - BUCKLE - CLICK - CHECK -  
Over hips and collarbone.

**DISTRIBUTE** the Wear Your Seat Belt song/Poem handout. Have students sing the song or recite the seat belt poem for the teacher.

## Home Connection:

**ASK** students to sing the Wear Your Seat Belt song or to recite the poem they learned for their parents. Encourage them to demonstrate PULL - BUCKLE - CLICK - CHECK for their parents.

## Additional Activities:

- ♦ Suggest that the children make a car out of chairs or hollow blocks and use pretend safety belts made with cloth, ribbon, or tape.
- ♦ Make up stories such as: the adventures of a safety belt; cars talking to each other about safety belts; a safety belt that was sad because it wasn't used.

## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 2. Related Standards</i>
<b>English</b>	<p>K.1 - The student will demonstrate growth in the use of oral languages by participating in choral speaking and recite short poems, rhymes, songs and stories with repeated patterns.</p> <p>K.2 - The student will use listening and speaking vocabularies.</p>
<b>Health</b>	<p>K.3 - The student will explain the concept of being safe. The need for rules and practices.</p> <p>K.4 - The student will identify sources of health and safety information.</p> <p>K.5 - The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.</p>

## Supplementary Resources:

*Safe-T Rangers Story and Activities Book*  
May be downloaded from the National Safety Council's National Safety Belt Coalition (<http://www.nsc.org/traf/sbc.htm>)

*Buckle Up McGruff and Scruff* Available from <http://www.mcgruff.org>

# BUCKLE UP!

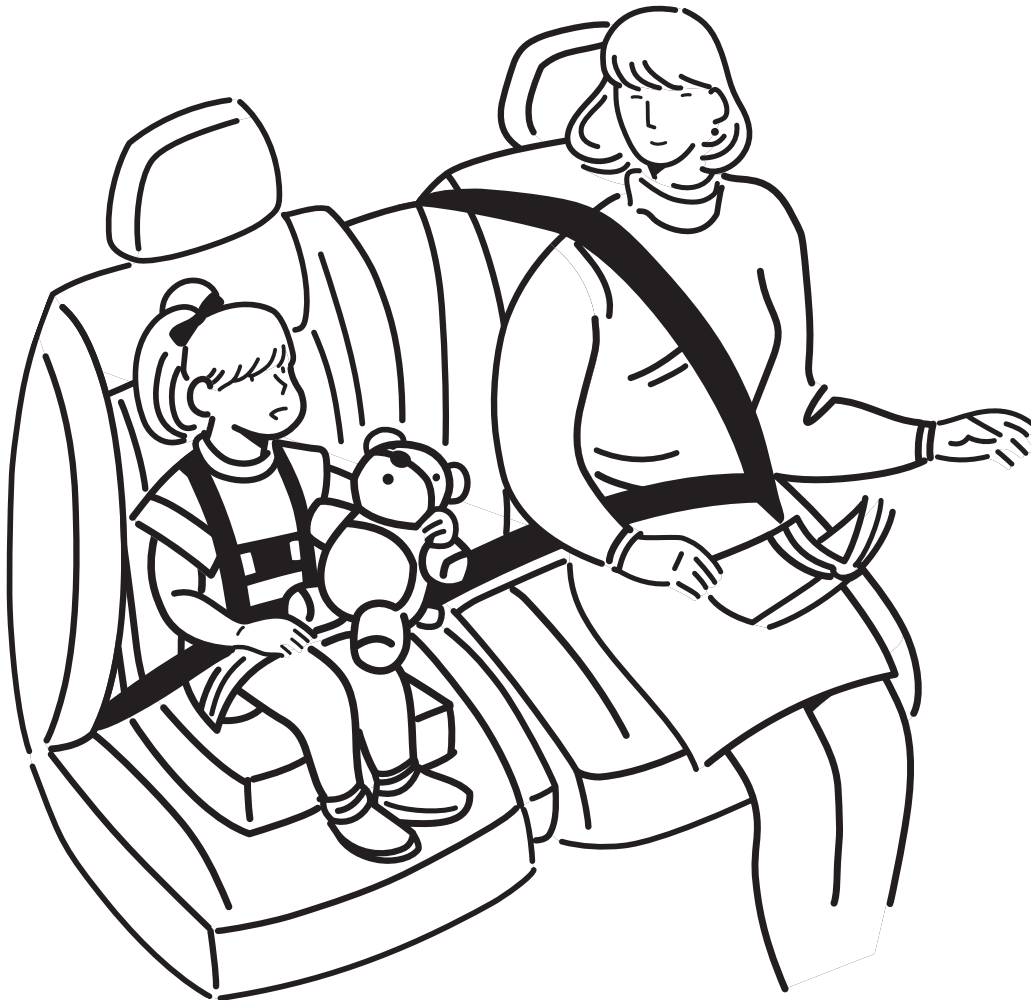
## Wear Your Seat Belt!

(sing to the tune of Frere Jaques)

*Wear your seat belt,  
Wear your seat belt  
Buckle up - click, buckle up - click  
When you're in the car  
Going near or far  
Buckle up - click, buckle up - click.*

## The Seat Belt Poem

*My seat belt should be very snug,  
To feel just like a big, big hug.  
When it goes click,  
that's when I know  
I'm buckled up and ready to go.*



**PULL - BUCKLE - CLICK - CHECK**



# Lesson 3: Emergency! Dial 911

## Grade Level:

1st

## Purpose:

To familiarize students with what emergencies are and how to use the 911 emergency call system.

## Key terms:

emergency

## Materials:

A telephone, real or toy.

“My Safety Numbers” handout.

## Learning Objectives:

### Students will:

1. be able to identify situations that are emergencies and distinguish them from nonemergency situations;
2. learn the emergency 911 number and what happens when the number is called; and,
3. practice proper procedures for making an emergency 911 call.

## Presentation Notes:

### ASK: What is an emergency?

Invite responses; conclude with simple definition:

An emergency is when you need help really, really quick because your life or someone else's life is in danger.

### ASK: Is it okay for kids to call for help in an emergency?

YES! If it's a real emergency.

**EXPLAIN** that today students will learn about emergencies and about how to make an emergency 911 call.

Express confidence in their ability to be strong, smart, and safe kids!

### ACTIVITY:

Have children indicate thumbs up if it's an emergency; thumbs down if not:

- ♦ Your dog runs away  
NO
- ♦ Your toilet overflows  
NO
- ♦ Your mom has fallen and won't answer or needs help  
YES
- ♦ You see a cat up a tree  
NO
- ♦ You smell smoke or see a fire  
YES
- ♦ A car crashes in front of your house  
YES
- ♦ Your friend falls off the jungle gym and hits her head; she can't talk or stand up.  
YES

Using the simple definition of emergency, **EXPLAIN** why each of the above situations is or is not an emergency.

**INTRODUCE 911** as the emergency number. Write it on the board and make the following points:

- ♦ There are only 3 numbers: it's easy to remember and saves time.
- ♦ When can you call? **ANYTIME** — day, night, weekends, holidays, 24 hours, every day.
- ♦ Where does the phone ring when you dial 911?

Introduce dispatcher, location of the Communications Center, and explain how the system can show the dispatcher a caller's location (if this system is operational in your community).

**DEMONSTRATE** picking up the receiver, listening for dial tone, and pushing/dialing 911.

**EXPLAIN** variations for cell and rotary dial phones.

**EXPLAIN** that you don't need money for an emergency call at pay phones.

**DESCRIBE and DEMONSTRATE** proper caller action:

1. Describe the emergency - Explain that the dispatcher doesn't know what the problem is and needs for the caller to explain it.
2. Give your name and your address (Lesson assumes they know these; emphasize how important it is for them to know their address).
3. Follow the dispatcher's directions exactly.
4. Do not hang up! Stay on the phone until the dispatcher tells you to hang up! Note: if the emergency is a fire, the dispatcher will tell the student to get out immediately and take the phone if it is cordless; disconnect and get out!

**ROLE-PLAY** making a 911 call using the demonstration phone.

First, select a student to help demonstrate calling. Ask student to imagine that there has been a car crash in front of the house. Guide student in picking up the phone and dialing 911. Instructor plays the role of dispatcher, calming student and asking reasonable questions. Complete the demonstration.

**ORGANIZE** students in pairs and role-play the following 911 scenarios until every student has rehearsed making a call at least twice.

**Scenario 1:**

You smell smoke and see flames coming out of a neighbor's house.

**Scenario 2:**

Mom is hurt and nobody else is home.

**Scenario 3:**

You hear a loud crash and see two cars have run into each other right in front of your house.

**Provide FEEDBACK** throughout rehearsals to ensure students are using proper procedures.

**DISTRIBUTE** the "My Safety Numbers" handout.

**EXPLAIN** that this is their own list of important information.

**GUIDE** students in numbers by writing 911 in the first line; then, read the titles of other lines on the handout.

**TELL** children to take the list home and ask their parents to help them complete the phone number and the home address sections of the handout.

**RECAP and REVIEW:**

- ♦ What is an emergency?  
An emergency is when you need help really, really quick because your life or someone else's life is in danger.

- ♦ Is it okay for kids to call for help in an emergency?  
YES! If it's a real emergency.
- ♦ How do you call for help?  
Dial 911. Describe the emergency. Give your name and your address. Follow the dispatcher's directions exactly.

Conclude by reminding children that they are strong, they are smart, and that they have the ability to be safe.

### Home Connection:

ASK students to take home the "My Safety Numbers" handout and to ask their parents to help them complete the phone number and home address sections of the handout.

### Additional Activities:

- ♦ Go on a field trip to your local emergency communications center to learn about how the calls are received and assistance is sent.

## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 3. Related Standards</i>
<i>English</i>	1.3 - The student will adapt or change oral language to fit the situation.
<i>Health</i>	1.2 - The student will explain that good health is related to health-promoting decisions such as personal safety behaviors.  1.3 - The student will explain the need for specific practices to promote personal safety and injury-free situations.  1.5 - The student will identify the health care providers and agencies that influence personal health.
<i>History and Social Science</i>	1.10 - (Civics) The student will apply the traits of good citizenship by taking responsibility for one's own action.

## MY SAFETY NUMBERS

### EMERGENCY NUMBERS

Emergency \_\_\_\_\_

Parent (Work) \_\_\_\_\_

\_\_\_\_\_

Neighbor \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 4: Danger! Stop and Tell!

### Grade Level:

1st

### Purpose:

To make students aware of the dangers posed by guns, medicines, and dangerous household substances and what to do if they encounter them.

### Key terms:

dangerous injury

### Materials:

Magazine pictures of dangers, including guns, medicines, and dangerous household substances.

“Danger Safety Rules” handout.

### Learning Objectives:

#### Students will:

1. understand that guns, medicines, and dangerous household substances are not toys and can kill or cause serious bodily injury;
2. learn the steps to take if they encounter a gun, medicines, or dangerous household substances; and,
3. rehearse the steps to follow if they find a gun, medicines, or dangerous household substances.

### Presentation Notes:

#### ASK: What is an emergency?

Invite responses; conclude with simple definition:

An **emergency** is when you need help really, really quick because your life or someone else’s life is in danger.

#### ASK: What does it mean if something is dangerous?

Something is dangerous if it can injure or kill you.

#### EXPLAIN

♦ Sometimes kids may see things that are dangerous in and around their homes, at the homes of their friends, or while playing outdoors.

♦ Today they will learn what to do if they see things that are dangerous, and practice the actions they should take.

Express confidence in their ability to be strong, smart, and safe kids!

**DESCRIBE** each of the three types of dangers they may encounter, using pictures of guns, various medicines (prescription and over-the-counter), and dangerous household substances.

#### **Guns**

Emphasize that guns are not toys. **ALWAYS assume that a gun is REAL!** Provide one or two examples. **ASK** students if they know or have heard about someone being hurt by playing with a real gun.

#### **Medicines**

Emphasize that medicines are only for the person they are prescribed for and they can be dangerous for others. Provide one or two examples. **ASK** students if they know or have heard about someone being hurt by taking medicine not prescribed for them by a doctor.

### **Household Substances**

Emphasize that many substances can be hazardous: Some can catch fire easily. Others will burn your skin and eyes. Others can cause people to collapse or to stop breathing if they are inhaled. Provide one or two examples. **ASK** students if they know of, or have heard about, someone being hurt by using dangerous household substances.

#### **EXPLAIN:**

Medicines and household chemicals can cause someone to die. The best way to stay safe around these items is to follow these simple rules. ***Never touch these items at all!*** Medicines should be taken only if given by an adult who is in charge of you — like your parents.

**DISTRIBUTE** the “Danger Safety Rules” handout and **REVIEW** them with students:

1. Stop!
2. Don’t touch
3. Get away
4. Tell an adult

**ROLE-PLAY** scenarios demonstrating the four Danger Safety Rules. **ASK** students to imagine themselves in different situations:

#### **Scenario 1:**

You and your friend are spending the afternoon at his/her house. You are playing in the den, and you see a gun when your friend opens a desk drawer. Your friend says that he/she knows touching a gun can be dangerous, but that he/she is going to put the gun up on a shelf where his/her younger sister can’t reach it. What do you say? What do you do?

#### **Scenario 2:**

You and your friend enjoy playing with your Barbie dolls. One day your friend brings over several containers of prescription pills she found beside a dumpster and wants to use the pills to play “hospital” with the Barbie dolls. What do you do?

#### **Scenario 3:**

You are moving your bicycle in the garage when you accidentally break a bottle of something your dad used last spring when he painted the house. It smells strong. What do you do?

### **RECAP and REVIEW:**

- ♦ What is an emergency?  
An emergency is when you need help really, really quickly because your life, or someone else’s life, is in danger.
- ♦ What does it mean if something is dangerous?  
It is something that can injure you or kill you.
- ♦ What are some types of dangers that kids sometimes encounter?  
Guns, medicines, and household substances that can poison or burn you.
- ♦ What are the danger safety rules?  
1. Stop!  
2. Don’t touch!  
3. Get away!  
4. Tell an adult!

### **Home Connection:**

**ASK** students to take the “Danger Safety Rules” home and to tell their parents about today’s lesson. Encourage them to color the pictures.



## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 4. Related Standards</i>
<i>English</i>	1.3 - The student will adapt or change oral language to fit the situation.
<i>History and Social Science</i>	1.10 - (Civics) The student will apply the traits of good citizenship by taking responsibility for one's own action.
<i>Health</i>	<p>1.2 - The student will explain that good health is related to health-promoting decisions, such as personal safety behaviors.</p> <p>1.3 - The student will explain the need for specific practices to promote personal safety and injury-free situations.</p> <p>1.5 - The student will identify the health care providers and agencies that influence personal health.</p>

### Supplementary Resources:

The following reproducible copies may be ordered/downloaded from the National Crime Prevention Council web site:

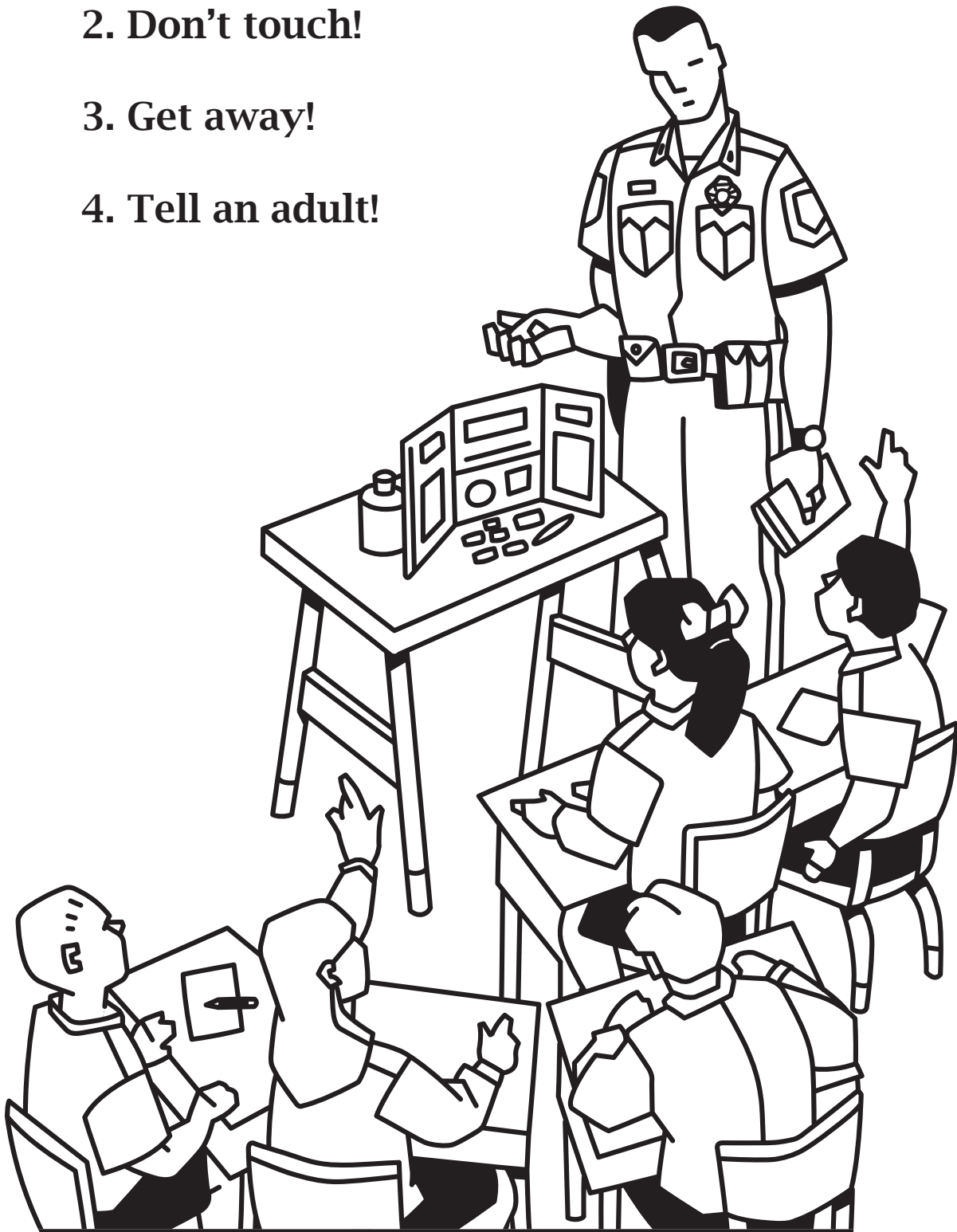
<http://www.ncpc.org/>

*McGruff's Safety at Home and in the Neighborhood series*

*Tips: Keeping Children Safe From Guns and Other Weapons*

## ***Danger Safety Rules***

- 1. Stop!**
- 2. Don't touch!**
- 3. Get away!**
- 4. Tell an adult!**



## Lesson 5: Safe Places, Safe People

### Grade Level:

2nd

### Purpose:

To educate older children on staying safe when away from parental supervision and to help them understand how to define a stranger.

### Key terms:

stranger  
acquaintance  
safety space  
confidence walk

### Materials:

Magazine pictures (multiethnic) of a variety of people, young and old, in different walks of life.

Safety Rules for Strangers: "Don't Take!" "Don't Talk!" "Don't Go!"

"Prevention Tips for Parents" handout.

### Learning Objectives:

#### Students will:

1. develop an understanding of the concepts of stranger and acquaintance;
2. develop an understanding of precautions they can take to help them stay safe;
3. recognize risky situations and rehearse strategies for avoiding danger; and,
4. learn to tell their parents about anything that frightens them, or makes them feel uncomfortable.

### Presentation Notes:

**EXPLAIN** that today the class will learn about strangers and about things they can do to help themselves stay safe.

### Key Concepts

**Stranger** - a person that you do not know. These include:

- ♦ A person you have never met.
- ♦ A person you may see often but do not know anything about.
- ♦ A person your parents or teachers do not know.

Make the point: A stranger can be fat, thin, pretty, or ugly.

**ASK: Who do you know who is not a stranger?**

Responses should include mom or dad, sister or brother, aunts and uncles that you see often, your teacher or principal.

**Acquaintance** - a person that you do not know really well. These include:

- ♦ A person you see on a regular basis, or friends of your friends. You know who they are, but you do not know them well enough to call them friends.

**MAKE THE POINT:** You still should consider acquaintances as strangers when you are out without a grown-up.

**ASK: Where do you find strangers?**

Everywhere. Your neighborhood, school, pool, mall, restaurant.

**ASK: Are all strangers bad people?**

No. Most are just nice people that you haven't met. Ask students to think of someone they now know but who was a stranger last year.

**ASK: Can you tell the difference between good and bad strangers by looking at them and listening to them?**

NO! Bad strangers might look and act just like good strangers.

**ASK: What are the different ways that strangers can look?**

**DISPLAY** the magazine or other pictures of different people and ask, "Is this a bad stranger?"

**REINFORCE** the point that you cannot tell by looking at the person. **EMPHASIZE** they should stay away from strangers until they are approved by their parent(s) or teacher.

**REVIEW** the importance of rules for safety and the three safety rules about strangers:

- ♦ Don't Take!
- ♦ Don't Talk!
- ♦ Don't Go!

Show word cards. Have students repeat safety rules.

**EXPLAIN** that although most strangers are nice and good, the reason we need these rules is because some strangers are dangerous and want to hurt people - especially children.

**ACTIVITY:** Am I a Stranger? game.  
Have students give a thumbs up if it's okay to talk to this person or a thumbs down if that person is a stranger:

- ♦ your teacher;
- ♦ your principal;
- ♦ someone walking in your neighborhood;
- ♦ a neighbor;
- ♦ your uncle whom you see often; and
- ♦ a police officer.

## Demonstration of Safety Actions

**ASK: What should you do if a stranger approaches you?**

1. Say "NO" loudly. Or loudly say, "YOU'RE NOT MY MOM/DAD! GET AWAY!"

2. If the person attempts to touch you, loudly say, "HELP ME! CALL POLICE!"

3. **GET AWAY** from the person as quickly as possible. Try to remember how the person looks.

4. **TELL** your parent(s), or another trusted adult, immediately. **ALWAYS** let your parent(s) know about anything that frightens you, or makes you feel uncomfortable.

**REVIEW:** Say: "NO!" "GET AWAY!" "TELL!"

**REMEMBER:** It is NEVER your fault if a stranger bothers you!

**ACTIVITY:** Introduce students to the Safety Space and the Confidence Walk as safety strategies.

**DEMONSTRATE: Safety Space**

Have volunteer students stand an arm's length away and demonstrate that it's out of reach. Then, take a step closer. Some students will instinctively move away. Ask the class what the student should do: **MOVE FARTHER AWAY.**

**DEMONSTRATE: Confidence Walk**

**ASK: What is confidence?**

Ask student volunteers to demonstrate for the class what a confident walk looks like.

Note characteristics: head high, alert, walking like you know where you are going.

Now ask other students to demonstrate nonconfident poses.

Note characteristics: head lowered, looking down, daydreaming or strolling without apparent purpose. **EXPLAIN** that kids who remain alert and walk with confidence are less likely to be approached by strangers.

**REMEMBER:** Grown-ups should only ask grown-ups for help. They should never approach a child who is alone for help.

### ROLE-PLAY/PRACTICE

Role-play the following scenarios. Organize students to allow all students to rehearse responses. For each scenario, reinforce as appropriate the following:

- ♦ Safety Rules about Strangers:  
Don't Take!  
Don't Talk!  
Don't Go!
- ♦ Safety Space - Keep your distance.
- ♦ Safety Action -  
Say: "NO!"  
"GET AWAY!"  
"TELL!"
- ♦ You are playing in the front yard with a friend. A stranger stops and asks directions to your school.
- ♦ You are waiting in the parking lot after school for your mom to come and pick you up. A stranger comes and says, "Hi! Your mom asked me to give you a ride home." (Variation: stranger knows your name)
- ♦ You are in the mall waiting for your mom in another store. A stranger comes up to you and offers you some free samples of toys he has outside in the parking lot.
- ♦ You are at the bus stop early one morning, and a stranger asks for your help in finding a lost puppy.
- ♦ You are walking to a friend's house, and a stranger begins to follow you in his car.

Conclude by reminding children that they are strong, they are smart and that they have the ability to be safe!

### RECAP AND REVIEW:

- ♦ Who is a stranger? A person that you do not know.
- ♦ Where do you find strangers? Every where. Your neighborhood, school, pool, mall, or restaurant.

- ♦ Are all strangers bad people? No. Most are just nice people that you haven't met.
- ♦ Can you tell the difference between good and bad strangers?  
NO! Bad strangers might look and act just like good strangers.

**REINFORCE** the point that you cannot tell by looking at the person. **EMPHASIZE** they should stay away from strangers until they are approved by their parent or teacher.

### Who is an acquaintance?

A person that you do not know really well. A person you see on a regular basis, or friends of your friends. You know who they are, but you do not know them well enough to call them friends.

### How should you consider acquaintances?

You should consider acquaintances as strangers when you are out without a grown-up.

### What are the three safety rules about strangers?

- ♦ Don't Take!
- ♦ Don't Talk!
- ♦ Don't Go!

### What should you do if a stranger approaches you?

1. Say "**NO**" loudly. Or loudly say, "YOU'RE NOT MY MOM/DAD! GET AWAY!"
2. If the person attempts to touch you, loudly say, "HELP ME! CALL POLICE!"
3. **GET AWAY** from the person as quickly as possible. Try to remember how the person looks.
4. **TELL** your parent(s), or another trusted adult, immediately. **ALWAYS** let your parent(s) know about anything that frightens you, or makes you feel uncomfortable.

## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 5. Related Standards</i>
<b>English</b>	2.2 - The student will continue to expand listening and speaking vocabularies.
	2.3 - The student will use oral communication skills. To participate as a contributor and leader in a group.
<b>History and Social Science</b>	2.10 (Civics) - The student will explain the responsibilities of good citizenship, with emphasis on demonstrating self-discipline and self-reliance.
<b>Health</b>	2.2 - The student will explain that personal health decisions and health habits influence health and well-being throughout life, including the importance of learning and using refusal skills.  2.4 - The student will recognize the influence that health resources and professionals have on personal health.
<b>Science</b>	2.1 - The student will plan and conduct investigations in which observation is differentiated from personal interpretation, and conclusions are drawn based on observations.

### **What is your safety space?**

Keeping at least an arm's length from anyone you don't know.

### **What is your confidence walk?**

Walking with your head high, alert, like you know where you are going. Note: Kids who remain alert and walk with confidence are less likely to be approached by strangers.

### **Home Connection:**

Distribute the "Prevention Tips for Parents" handout. Ask students to take the handout home and to talk with their parents about today's lesson.

### **Supplementary Resources:**

The following reproducible may be downloaded from the National Crime Prevention Council web site:

<http://www.ncpc.org/>

*Tips for Keeping Children Safe From Strangers*

The following may be ordered/downloaded from the McGruff web site:

<http://www.mcgruff.org/>

*Stranger Danger Tips (for kids)*

*McGruff Stranger Awareness Program*



## Prevention Tips For Parents

These Prevention Tips for Parents are adapted from "*Know the Rules . . . Abduction and Kidnapping Prevention Tips for Parents*" (2002) from the National Center for Missing and Exploited Children. For additional information, go to <http://www.missingkids.com/>

1. Teach your child to run away from danger, never toward it. Danger is anyone or anything that invades their personal space. Teach them to yell loudly; their safety is more important than being polite. Teach your children that if they are ever followed in a car, they should turn around and run in the opposite direction and find you or a trusted adult.
2. Never let your children go places alone, and always supervise your younger children or make sure there is a trusted adult present to supervise them if you cannot. Make sure your older children always take a friend when they go somewhere.
3. Know where, and with whom, your children are at all times. Remind children never to take anything, or respond in any way, if approached by someone they don't know. Teach them to run away as quickly as they can to you or to a trusted adult.
4. Talk openly to your children about safety and encourage them to tell you, or a trusted adult, if anyone or anything makes them feel frightened, confused or uncomfortable. Discuss security issues with your children, so that they will understand the need for precautions. Know your children's friends and their families. Pay attention to your children and listen to them. If you don't, there's always someone else who will.
5. Practice what you teach by creating "what if" scenarios with your children, to make sure they understand the safety message and can use it in a real situation.
6. When in a public facility, always supervise your child and always accompany young children to the restroom. Make certain your children know to stay with you at all times, and that they know to always check first with you, or the person in charge, before they go anywhere.
7. If older children become separated from you while shopping, have them meet you in a pre-designated spot, such as the mall information booth. Teach younger children to look for people who can help them, such as a uniformed police officer or security officer, or a salesperson with a nametag. They must NEVER leave the store/mall, or go to the parking lot, to look for you or your car.
8. Make visits to the mall opportunities for your children to practice safe shopping skills. Teach them how to use a public telephone and locate adult sources of help. Leave clothes with your children's names displayed at home, as these can attract the attention of people looking for an opportunity to start a conversation with your children.

## Lesson 6: What's Right, What's Not

### Grade Level:

2nd

### Purpose:

To teach student strategies for recognizing and responding to good touches and inappropriate touches.

### Key terms:

trusted adult  
touch  
private zone

### Materials:

Magazine pictures (multiethnic) of people, including children with a variety of faces representing “trusted adults,” a baby, other adults, teens and older kids to illustrate that any person a child doesn’t know well is a stranger.

Key message posters:

Touching Should Never Be a Secret.

Say “NO!” Get away! Tell someone you trust.

“SCRAMBLED RULES” handout.

### Learning Objectives:

#### Students will:

1. recognize and differentiate between appropriate and inappropriate touches;
2. identify their private zone;
3. demonstrate understanding of touching rules as part of general safety rules; and,
4. develop strategies for telling a trusted adult if they have a problem.

### Presentation Notes:

**INTRODUCE** the lesson by explaining that the class will be talking about inappropriate touching. Explain that today’s lesson will teach them to identify what kinds of touches are inappropriate.

### Key Concepts

#### Trusted Adults/Good Touches

**SHOW** pictures of other children with their “trusted adults” (e.g., parents, grandparents, or teachers).

**EMPHASIZE:** Children know, and truly feel, that the trusted adults love them and want them to be very safe and happy. A “trusted adult:”

- ♦ loves the child no matter what happens.
- ♦ never puts conditions on love, saying, “You would do this if you love me.”
- ♦ is someone you don’t have to worry about no matter what you tell him or her.
- ♦ never asks a child to keep a touch a secret.

**SHOW** a picture of a baby, or small child.

**ASK: What things does a baby need from adults?** Responses should include love or a positive touch, like hugs, kisses, cuddling or rocking.

**MAKE THE POINT:** The baby needs these things and more to feel safe.

**EMPHASIZE:**

- ♦ All children deserve to feel safe, and parents and teachers are responsible for helping them to feel safe.
- ♦ Good touches make you feel safe and happy.
- ♦ A good touch should never be a secret.

**EXAMPLES** of good touches from trusted adults:

- ♦ hugs
- ♦ handshakes
- ♦ pats on the back

**Good Touches/Uncomfortable Touches**

**EXPLAIN:** What is a good touch for one child may make another child feel uncomfortable.

Say, "If someone you trust gives you a hug, and you don't like it, or maybe just don't feel like it that day, you have every right to tell him or her you feel uncomfortable, and that it should stop." Tell the children not to worry about hurting the adult's feelings.

**EMPHASIZE:** This type of touch is not bad, just uncomfortable.

**My Body - Inappropriate Areas for Touching**

The areas normally covered by a bathing suit are your personal private areas. This is your private zone. No one should touch you there unless you are sick and need medical attention. Those adults will not tell you to keep it a secret.

**EMPHASIZE:** If someone ever tells you to keep a touch a secret, tell a trusted adult immediately.

**ASK:** What do you do about an inappropriate touch?

**1. LISTEN TO YOUR FEELINGS.** If you are uncomfortable, scared, or confused, tell a trusted adult.

**2. HAVE A PLAN.**

- a. Say "NO!" or "STOP IT!"
- b. Get away as soon as you can.
- c. Tell someone you trust.

**3. THINK OF DIFFERENT PEOPLE YOU TRUST.**

Make a list of people you trust. If you tell someone about an inappropriate touch and you still do not feel safe - tell someone else or another trusted adult. Keep telling until someone helps.

**EXPLAIN:** Sometimes a person who wants to keep an inappropriate touch secret will try to scare a child and tell the child that something bad may happen to a person or a pet that the child loves if the child ever tells. Sometimes abusers will tell a child that no one will believe him or her if he/she tells about the abuse.

**DON'T BELIEVE IT!** Someone will believe the child! If the trusted adult they first approach is too busy to listen or doesn't believe him/her, then he/she must choose another trusted adult and tell him or her.

**ASK: What if you are unsure about a touch?** Anytime you're confused about a touch, ask a grown-up you trust about it. It's always okay to check things out.

**EXPLAIN:** If anyone gives a child an inappropriate touch, the child needs to remember:

1. It's not the child's fault!
2. Tell someone!

**REPEAT,** asking students to repeat.

**NOTE TO PRESENTER:**

If a student discloses an incident of inappropriate touching to you, it is crucial that you be well prepared. The person a child tells has a responsibility for reporting. Additionally, the following should be expressed:

- ♦ Make sure the child knows you believe him or her.
- ♦ Acknowledge how difficult and frightening it must be.

- ♦ Reinforce the understanding that they have done nothing wrong.
- ♦ Try to not allow disclosure in public. Tell the child how much you want to hear what they have to say and you will talk to them alone in a few minutes.
- ♦ Do not promise what will or won't happen, but do promise you will remain available for support.

**ACTIVITY:**

**DISTRIBUTE** the "SCRAMBLED RULES" handout and have students complete the rule in each block by using the scrambled words provided.

**RECAP AND REVIEW:**

**Who is a "trusted adult?"**

Someone who:

- ♦ loves the child no matter what happens.
- ♦ you don't have to worry about, no matter what you tell them.

**What are some examples of good touches?**

Hugs, handshakes, and pats on the back.

**Where are touches inappropriate?**

Your private zones. Your private zones are the parts of the body normally covered by your bathing suit.

**If someone tells you to keep a touch secret, what must you do?**

Tell a trusted adult immediately.

**What should you do about an inappropriate touch?**

1. **LISTEN TO YOUR FEELINGS.** If you are uncomfortable, scared, or confused, tell a trusted adult.
2. **HAVE A PLAN.**
  - a. Say "NO!" or "STOP IT!"
  - b. Get away as soon as you can.
  - c. Tell someone you trust.

**Who are adults you can trust?**

Moms and dads, grandparents, teachers, scout leaders, coaches and police officers.

**What if you are unsure about a touch?**

Ask a grown-up you trust about it. It's always okay to check things out.

**If anyone gives a child an inappropriate touch, what does the child need to remember?**

1. It's not the child's fault!
2. Tell someone!

## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 6. Related Standards</i>
<b>English</b>	2.2 - The student will continue to expand listening and speaking vocabularies. 2.3 - The student will use oral communication skills. To participate as a contributor and leader in a group.
<b>History and Social Science</b>	2.10 (Civics) - The student will explain the responsibilities of good citizenship, with emphasis on demonstrating self-discipline and self-reliance.
<b>Health</b>	2.2 - The student will explain that personal health decisions and health habits influence health and well-being throughout life, including the importance of learning and using refusal skills. 2.4 - The student will recognize the influence that health resources and professionals have on personal health.
<b>Science</b>	2.1 - The student will plan and conduct investigations in which observation is differentiated from personal interpretation, and conclusions are drawn based on observations.

### Supplementary Resources:

The following may be downloaded from the National Center for Missing and Exploited Children web site:

<http://www.ncmec.org/>

*Personal Safety for Children: A Guide for Parents*

*Just in Case...Exploitation - Warning signs of and steps to take in the event of child sexual exploitation.*

## Scrambled Rules

GOOD	HUGS	PATS ON THE BACK	
ARE	HANDSHAKES	AND	TOUCHES

---

GOOD			HUGS	,	
					.

SECRET	A	GOOD	SHOULD	
BE	NEVER	BE	TOUCH	A

---

A		TOUCH		NEVER

FEELINGS	TO	YOUR	LISTEN
ADULT	AN	TELL	

---

LISTEN			
	AN		



## Lesson 7: Safe at Home

### Grade Level:

3rd

### Purpose:

To teach students personal safety strategies to be used when they are at home alone.

### Materials:

“After School Safety: Home Alone” handout.

### Learning Objectives:

#### Students will:

1. demonstrate an understanding of key rules for staying safe while home alone;
2. assess whether they are prepared to stay alone safely; and,
3. rehearse safety actions for use when they are home alone.

### Presentation Notes:

**INTRODUCE** the lesson by telling students there are some important ways of getting ready to stay home alone and some important rules to follow when they are home alone. Tell them they will learn about these today.

**REINFORCE** the point that they are strong, they are smart, and they have the ability to be safe!

**DISTRIBUTE** the “After School Safety: Home Alone” handout.

**EXPLAIN** that the class will talk about:

- ♦ ways to be ready to stay at home alone and
- ♦ ways to be safe while staying at home alone.

**REVIEW** with the class each of the “Be Ready” pointers.

**ASK** the students to place a check mark (✓) in the box if they are completely ready. If a student is not completely ready, then ask him/her to leave the box blank. Students will take these handouts home to review with their parents.

**REVIEW** each of the “Stay Safe” rules. For each, engage students in discussion to make sure there is understanding of what each rule means.

### Rehearsal of Safety Actions

**ROLE-PLAY** the following scenarios to allow students to rehearse appropriate responses to each situation.

**ORGANIZE** the role-play using pairs/small groups of students to demonstrate appropriate responses and have all students rehearse responses.

**Scenario 1:**

Billy is getting off the school bus one afternoon when a friend asks him to come to his house to see a new baseball card. The rules are that Billy goes straight home, and that he immediately calls his mother to check in. What should Billy do?

**Scenario 2.**

Terry arrives home from school, but before going into the house she notices that the door is open a little. Terry's mother is very strict about the door being locked and Terry knows it's not at all like her mother to forget to lock it. What should Terry do?

**Scenario 3.**

Freddy is at home alone after school and the phone rings. A woman asks to speak to his mother. What should Freddy say? Later, a man comes to the door and rings the bell. What should Freddy do?

**Scenario 4.**

Gloria has been staying at home alone for several months and felt okay about it. Recently, however, there has been a young man visiting the neighbor's apartment and he makes Gloria feel uncomfortable. Gloria has to walk by the apartment's patio to get to her apartment, and he is almost always there. He tries to talk with her. Gloria is starting to dread coming home. What should Gloria do?

**RECAP AND REVIEW:**

**How do you get ready to stay home alone?**

1. Know how to call 911. Also, have a list of other important numbers, such as neighbors to call if there is a problem.
2. Know your home address and directions to your home.
3. Know how to use the door and window locks, and the alarm system (if you have one).

4. Know how to escape in case of fire or other emergency.
5. Know the rules about what you can and cannot do while at home alone.
6. Know the rules on having friends over and going to your friend's house when no adult is home.
7. Tell your parent if you are afraid to stay alone. For now, other after-school activities are probably a better choice.

**What are important rules for staying safe at home alone?**

1. Always go straight home from school by the safest route. Your parents can help you decide which route is best.
2. Carry a house key with you in a safe place (inside a shirt pocket or sock). Don't leave it under a mat or on a ledge outside the house.
3. Don't go into your home if things don't look right - a broken window, ripped screen or opened door.
4. Check in with your parent or a neighbor immediately after arriving home.
5. Do not open the door for, or talk to, anyone who comes to the home unless the person is a trusted family friend or relative, you feel comfortable being alone with that person, AND the visit has been approved by your parent(s).
6. Never let a caller at the door, or on the phone, know that you are alone. Say, "Mom/Dad can't come to the phone (or door) right now."
7. Let your parent(s) know about any thing that frightens you or makes you feel uncomfortable.

## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 7. Related Standards</i>
<b>English</b>	3.1 - The student will use effective communication skills in group activities. 3.2 - The student will present brief oral reports.
<b>Health</b>	3.1 - The student will explain that health habits impact personal growth and development. Key concept/skill: safe and harmful behaviors. 3.2 - The student will use decision-making skills to promote health and personal well-being. Key concept/skill: strategies for solving problems related to health.

Conclude by reminding students they are strong, they are smart, and that they have the ability to be safe.

### Home Connection:

**ASK** students to take their handouts home, and to talk with their parents about what they learned.

**SUGGEST** that they be sure to discuss with their parents any of the “Be Ready” pointers for which they were not completely ready.

### Supplementary Resources:

The following may be downloaded from the National Center for Missing and Exploited Children web site: <http://www.ncmec.org/>

*Summer Safety Tips for Children*

*Summer Safety Tips for Parents*

*Know the Rules...After School Safety Tips for Children Who Are Home Alone*

*Know the Rules...For Child Safety in Amusement or Theme Parks*

The following reproducible may be downloaded from the National Crime Prevention Council web site: <http://www.ncpc.org/>

*At Home Alone: A Parent's Guide*

## AFTER SCHOOL SAFETY: HOME ALONE

### Be Ready !

- ☐ 1. Know how to call 9-1-1, your emergency number, or call the operator. Also, have a list of other important numbers, such as neighbors to call if there is a problem.
- ☐ 2. Know your home address and directions to your home, in case of emergency.
- ☐ 3. Know how to use the door and window locks, and the alarm system (if you have one).
- ☐ 4. Know how to escape in case of fire or other emergency.
- ☐ 5. Know the rules about what you can and cannot do while at home alone.
- ☐ 6. Know the rules on having friends over and going to your friend's house when no adult is home.
- ☐ 7. Tell your parent if you are afraid to stay alone. For now, other after school activities are probably a better choice.

### Be Safe !

- ☐ 1. Always go straight home from school by the safest route. Your parents can help you decide which route is best.
- ☐ 2. Carry a house key with you in a safe place (inside a shirt pocket or sock). Don't leave it under a mat or on a ledge outside the house.
- ☐ 3. Don't go into your home if things don't look right - a broken window, ripped screen or opened door.
- ☐ 4. Check in with your parent or a neighbor immediately after arriving home.
- ☐ 5. Do not open the door for, or talk to, anyone who comes to the home unless the person is a trusted family friend or relative, you feel comfortable being alone with that person, and the visit has been approved by your parent.
- ☐ 6. Never let a caller at the door or on the phone know that they are alone. Say, "Mom can't come to the phone (or door) right now."
- ☐ 7. Let your parent know about anything that frightens you or makes you feel uncomfortable.

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Adapted from "After School Safety for Children Who Are Home Alone" (2001), National Center for Missing and Exploited Children, and "Raising Streetwise Kids" (2002), the National Crime Prevention Council.

## Lesson 8: Safe in the Neighborhood

### Grade Level:

3rd

### Purpose:

To teach students personal safety strategies to be used when they are away from home.

### Materials:

“Quick Safety Quiz”

“Safety Tips Away from Home” handout

### Learning Objectives:

Students will:

1. demonstrate an understanding of key rules to help protect their safety when away from home; and,
2. rehearse safety actions for when they are in typical situations away from home.

### Presentation Notes:

**INTRODUCE** the lesson by telling students there are some important ways of staying out of dangerous situations when they are away from home — when they are walking in the neighborhood, waiting at the bus stop, and doing other day-to-day activities such as shopping. Tell them they will learn about these today.

**REINFORCE** the point that they are strong, they are smart, and they have the ability to be safe!

**DISTRIBUTE** the “Quick Safety Quiz” handout to students and ask them to choose the correct answer for each of the five questions. Read each question and give time for students to mark the answer they think is correct. Tell students to keep their quizzes and that they will learn the correct answers in today’s lesson.

### Demonstration of Safety Actions

**DISTRIBUTE** the “Safety Tips Away from Home” handout.

**EXPLAIN** that the class will discuss each of these safety tips and that everyone will have an opportunity to practice these tips using scenarios.

**REVIEW** each tip individually.

**GIVE EXAMPLES** and **ASK QUESTIONS** to engage students in discussion, and to assure that they understand the meaning of each tip.

#### ACTIVITY:

**PLAY** the “Description Game”

**ASK** students to close their eyes and then ask selected students to describe what you are wearing, how tall you are, your age, color of your hair, or other distinguishing features.

**MAKE THE POINT:** It is important that they become good observers so that they can accurately describe someone who is acting suspiciously.

**Hint:** It is sometimes easier for students to describe people in relation to others such as he is taller than my father, older than my neighbor, or heavier than my teacher.

## Rehearsal of Safety Actions

**Note:** Scenarios are important because they allow students to rehearse safety actions. Feedback is also important to reinforce key learning points and to ensure that actions are rehearsed properly.

**ROLE-PLAY** scenarios to allow students to rehearse appropriate responses to typical situations. **ORGANIZE** the role-play activities to ensure that all students have an opportunity to demonstrate safety actions associated with each scenario.

### Scenario 1.

Joan was the first to arrive at the bus stop one morning. Just as she arrived, a car drives up, and a man asked her for directions to a house on a street with which Joan was not familiar. The man smiles and seems nice enough. His car is nice, too. What should Joan do?

### Scenario 2.

Ricky was walking home from the playground and noticed a man whom he had seen in the park. The man seemed to be following him. Ricky walked a little faster, and the man walked faster too. What should Ricky do?

### Scenario 3.

Sammy had just finished ball practice and was waiting for his Mom outside the recreation center. A man drives up, called him by name, and told him that his Mom sent him to pick up Sammy. Sammy doesn't remember ever meeting this man. What should Sammy do?

### Scenario 4.

Allison and Michelle are at the mall when a man approaches them and says that they have won a prize. He tells them that

he has the prizes in his car and that they should just follow him to the car to get the prize. What should Allison and Michelle do?

### Scenario 5.

Brad and Phil are playing in the woods behind their houses when they see a man who appears to be looking for something. The man approaches them and asks them to help him look for his lost puppy. Brad and Phil think they have seen this man in the neighborhood, and that he might be a neighbor, but they have never met him. The man suggests that Brad and Phil get into his truck and drive around with him looking for the puppy. What should Brad and Phil do?

### Scenario 6.

Dave was shopping with his dad at a huge warehouse store. While his dad was ordering some lumber, Dave decided to look at the sporting goods. When he returned to the lumber area, his dad was gone. Dave thinks his dad might be loading the lumber in the car. What should Dave do?

## RECAP AND REVIEW:

- ♦ Always **TAKE A FRIEND**. Stay with a group while waiting at the bus stop.
- ♦ If anyone bothers you or seems to be following you, **GET AWAY** and **TELL** a trusted adult like your parents or teacher.
- ♦ Leave items and clothing with your name on them at home. If someone you don't know calls out your name, don't be fooled or confused.
- ♦ If you want to change your plans after school, always **CHECK FIRST** with your parents. Never play in parks, malls, or video arcades by yourself.
- ♦ If you become separated from your parents while shopping or at a theme park, look for people who can help you.

♦ **TRUST YOUR FEELINGS.**

Conclude by reminding students they are strong, they are smart, and that they have the ability to be safe.

**Home Connection:**

**ASK** students to take their handouts home and to talk with their parents about what they learned.

## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 8. Related Standards</i>
<b>English</b>	3.3 - The student will use effective communication skills in group activities. 3.4 - The student will present brief oral reports.
<b>Health</b>	3.1 - The student will explain that health habits impact personal growth and development. Key concept/skill: safe and harmful behaviors. 3.2 - The student will use decision-making skills to promote health and personal well-being. Key concept/skill: strategies for solving problems related to health.

### Supplementary Resources:

The following may be downloaded from the National Center for Missing and Exploited Children web site: <http://www.ncmec.org/>

*Know the Rules...School Safety Tips*

*Know the Rules...For Going To and From School More Safely*

*Know the Rules...Safety Tips for Halloween ...For Holidays and Safe Shopping*

The following may be downloaded from the National Crime Prevention Council web site: <http://www.ncpc.org/>

*Raising Streetwise Kids: A Parent's Guide*

*Neighborhood Safety: A Parent's Guide*



## QUICK SAFETY QUIZ

**Circle the correct answer — a, b, or c —  
for each of the five questions below.**

**1. Before I go anywhere:**

- a. I check first with my parents, teacher, or person in charge.
- b. I go and play and check back later.
- c. I leave my family a note about where I am and when I'll be back.

**2. When I walk to school or a friend's house:**

- a. I go alone . . . I'm big and can take care of myself.
- b. I take a buddy because it is more fun.
- c. I ride my bike, and if anybody bothers me, I can just ride away from them.

**3. If I'm really sad about something that someone did:**

- a. I tell my Mom and Dad.
- b. I tell my friend or teacher.
- c. I keep it a secret, because I was told I should or because I am afraid.

**4. If I get lost and can't find my Mom and Dad in a store:**

- a. I run around yelling their names really loud.
- b. I find a store clerk and ask for help.
- c. I go out to the car and wait for them there.

**5. If someone I don't know asks me for directions or to help them:**

- a. I tell them to ask a grown-up.
- b. I go over to their car and tell them where they need to go.
- c. I offer to go with them and show them the way.

Source: National Center for Missing and Exploited Children (2002).

## Safety Tips Away from Home

1. Always **TAKE A FRIEND** when walking or riding your bike to and from school. It's safer and more fun to be with your friends. Walk and ride in well-lit areas, and never take shortcuts. Follow all the bicycle rules, especially the ones about riding on the right side of the street.
2. Stay with a group while waiting at the bus stop. If anyone bothers you while going to or from school, get away from that person, and **TELL** a trusted adult like your parents or teacher. If an adult approaches you for help or directions, remember grown-ups needing help should not ask children for help — they should ask other adults.
3. If someone you don't know, or don't feel comfortable with offers you a ride, say **NO**. Never hitchhike, and only accept a ride from someone if your parents already told you it is okay.
4. If someone follows you on foot, get away from him or her as quickly as you can. If someone follows you in a car, turn around and go in the opposite direction. Always be sure to **TELL** your parents or a trusted adult what happened.
5. If someone tries to take you somewhere, quickly get away and yell, **"THIS PERSON IS TRYING TO TAKE ME AWAY!"** or **"THIS PERSON IS NOT MY FATHER (MOTHER)!"**
6. Never leave school with someone you don't feel comfortable with or know. Always **CHECK FIRST** with your parents or another trusted adult. If someone you don't know or feel comfortable with tells you that there is an emergency and they want you to go with them, always **CHECK FIRST** before you do anything. Make sure you **TELL** a trusted adult if you notice someone you don't know hanging around.
7. Leave items and clothing with your name on them at home. If some one you don't know calls out your name, don't be fooled or confused.
8. If you want to change your plans after school, always **CHECK FIRST** with your parents. Never play in parks, malls or video arcades by yourself. Make sure you have your parents' permission, and that they always know where you are going to be. Never accept money or gifts from anyone until you **CHECK FIRST** with your parents.
9. If you become separated from your parents while shopping or at a theme park, look for people who can help you, such as an uniformed security officer, uniformed law enforcement officer or salesperson with a name tag. Theme parks often have Help/Information Centers. **NEVER** leave the store/mall/park or go to the parking lot to look or wait for your parents.
10. Avoid public restrooms. If you have to use the restroom in a public place, **ALWAYS** take a buddy.
11. **TRUST YOUR FEELINGS.** If someone makes you feel scared or uncomfortable, get away as fast as you can and **TELL** a trusted adult. You deserve to feel safe, and you should keep asking until you get the help you need.

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Derived from the National Center for Missing and Exploited Children, *"School Safety Tips"* (2001), *"Safety Tips for the Holidays"* (1991), and *"Child Safety in Theme or Amusement Parks"* (2000), and the National Crime Prevention Council's *"Raising Streetwise Kids"* (2002).

## Lesson 9: No Bullies Allowed

### Grade Level:

4th

### Purpose:

To teach students that bullying is not appropriate behavior and strategies for coping with bullying behavior.

### Key terms:

bully  
threat  
intimidate

### Materials:

"No Bullies Allowed! Strategies for Students and Parents" Handout.

### Learning Objectives:

#### Students will:

1. demonstrate an understanding of what bullying is and the ways that bullies can harm others;
2. describe the characteristics of bullies; and,
3. identify and rehearse strategies for preventing bullying.

### Presentation Notes:

**INTRODUCE** the lesson by asking students if they know how bullies behave.

**ASK** for volunteers to describe what kinds of things bullies do. Write on the board: "***A bully is someone who . . . (then list the behaviors students describe).***"

#### Examples of bullying behavior:

Pushing  
Mocking  
Threatening to tell personal information  
Shoving  
Name calling  
Taking possessions (such as clothing or toys)  
Gossiping  
Dirty looks  
Extortion (taking money using threats)  
Embarrassing  
Taunting  
Threatening, with or without a weapon

**ASK: Do bullies have a lot of friends?**  
**NO!** People who hang around bullies are often afraid of the bully. Many times, the people around bullies are trying to avoid being the object of the bully's inappropriate behavior. True friendships are based on trust and not on fear.

#### **ASK: Who are bullies?**

- ♦ Can be boys or girls
- ♦ Often enjoy the power that aggression and putting down others brings
- ♦ Lacks compassion and empathy for others
- ♦ Believes it's okay to treat others the way they do
- ♦ Usually doesn't feel guilty about bullying behaviors

- ♦ Often likes to be in charge or dominate others
- ♦ Girls usually use social pressure (like excluding people from cliques and gossiping) and boys usually use more verbal and physical aggression.

**ASK:** *How do you feel when a bully picks on you or you see someone being bullied?*

- ♦ Embarrassed
- ♦ Weak or helpless
- ♦ Humiliated
- ♦ Scared
- ♦ Not good about yourself.

**ASK:** *Who is hurt by bullying?*

#### **Victims**

- ♦ Victims are fearful; they worry about how to avoid bullies.
- ♦ Victims may not want to attend school or go other places where bullies might be.

#### **School**

- ♦ Students don't feel safe in a school where there is a lot of bullying behavior. Bullying interferes with learning.

#### **Bystanders**

- ♦ Bystanders may be afraid to associate with victim.
- ♦ Bystanders may fear reporting because they don't want to be a "snitch."
- ♦ Bystanders may feel helpless or guilty for not taking up for the victim or standing up to the bully.

#### **POINT OUT:**

- ♦ Bullying affects many people, including parents; therefore, dealing with bullying requires everyone to work together.

- ♦ You are not a tattletale for letting your teachers and your parents know what is happening.

The difference between telling and tattling: You **TELL** to get help with a problem that is wrong or inappropriate; you tattle simply to get someone in trouble.

## **Rehearsal of Safety Actions**

**DISTRIBUTE** the "No Bullies Allowed! Strategies for Students and Parents" hand-out.

**EXPLAIN** that the handout has strategies for both students and parents and that you would like for them to take the handout home and share it with their parents.

**REVIEW** the handout pointers under, "If you are being bullied . . ."

- ♦ Walk away, stay with friends.
- ♦ Tell an adult - your parent, a teacher, or other person in charge.

**REVIEW** the handout pointers under, "If you see others being bullied . . ."

- ♦ Report any bullying to your teacher or other person in charge. Call for backup. Police officers will always call for assistance from other officers if they are outnumbered or out-armed. The object is to always stay safe.
- ♦ Stick up for kids who are being bullied. Speak up and/or offer support to the victim when they see him/her being bullied. For example, pick up the victim's books and hand them to him or her.
- ♦ Privately support those being hurt. Give them words of kindness or condolence.
- ♦ Express disapproval of bullying behavior by not joining the laughter, teasing, or spreading rumors or gossip.

**ROLE-PLAY** the following scenarios to allow students to rehearse responses to bullying. Organize the role-play to allow a large number of students to actively participate.

**Scenario 1**

Michael, a 4th grader, is new to the school this year and has had a bad beginning. Every day, Benny (5th grader) who rides Michael's bus has made fun of Michael — how he looks, what he wears, his backpack, what he says. Every morning, Michael hopes Benny will not be on the bus, but Benny is always there. Last week, Benny told Michael to hand over his lunch money "or else." Michael handed it over and has been mad at himself ever since, but he couldn't think of any way to defend himself. He hoped it would make Benny leave him alone. It didn't. What should Michael do?

**Scenario 2**

Chuck rides the same bus and has begun to notice the way Benny treats Michael. He thinks Benny should be punished, but he feels helpless to do anything and is mad at himself for not doing anything. What are some positive things Chuck might do?

**Scenario 3**

Linda brings her lunch from home every day. The other girls she sits with in the cafeteria buy their lunch. Lately, Susan has started to make fun of Linda. She says Linda's sandwiches are yucky and that Linda is too cheap to buy real food. The other girls try to get her to stop but she has not stopped. What should Linda do?

**RECAP AND REVIEW:**

**Who is hurt by bullying?**

- ♦ Everybody! Victims, your school, bystanders — even parents.

**POINT OUT:**

- ♦ Bullying affects many people, including parents; therefore, dealing with bullying requires everyone to work together.

- ♦ You are not a tattletale for letting your teachers and your parents know what is happening.

**If you are being bullied, what do you do?**

- ♦ Walk away, stay with friends.
- ♦ Tell an adult - your parent, a teacher, or other person in charge.

**If you see others being bullied, what do you do?**

- ♦ Report any bullying to your teacher or other person in charge.
- ♦ Stick up for children who are being bullied.
- ♦ Privately support those being hurt with words of kindness or condolence.
- ♦ Disapprove by not joining the laughter, teasing, or spreading rumors or gossip.
- ♦ Attempt to defuse problem situations either single-handedly or in a group. For example, take the bully aside and ask him/her to "cool it."

**Home Connection:**

Ask students to take the handout home and to show their parents the pointers for parents. Encourage them to discuss with their parents and their teacher any concerns that they have about bullying.

**Additional Activities:**

Have students record how many incidents of bullying they see in cartoons and other television shows during a week.

## Virginia Standards of Learning

<i>Content Area</i>	<i>Lesson 9. Related Standards</i>
<b>English</b>	4.1 - The student will use effective oral communication skills in a variety of settings. 4.5 - The student will read and demonstrate comprehension of nonfiction.
<b>History and Social Science</b>	Civics Education 4 - The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by practicing courtesy and respect for the rights of others and practicing responsibility, accountability, and self-reliance.
<b>Health</b>	4.2 - The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills - bullying and aggressive behavior; development of coping skills. 4.7 - The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills - assistance from a trusted adult when in unsafe or uncomfortable situations.
<b>Physical Education</b>	4.4 - The student will demonstrate positive interactions with others in cooperative and competitive physical activities; work toward positive solutions in resolving disagreements.

### Supplementary Resources:

The following reproducible may be downloaded from the National Crime Prevention Council web site: <http://www.ncpc.org/>

*Bullies: A Serious Problem for Kids*

The following may be downloaded from the McGruff web site: <http://www.mcgruff.org/>

*How to Deal With a Bully*

*Scruff's Steps for Getting Along*

# **NO BULLIES ALLOWED!**

## **Strategies for Students and Parents**

### ***If you are being bullied . . .***

Walk away, stay with friends.

Tell an adult - your parent, a teacher, or other person in charge.

### ***If you see others being bullied . . .***

Report any bullying to your teacher or other person in charge.

Stick up for children who are being bullied. Speak up and/or offer support to the victim when they see him/her being bullied. For example, pick up the victim's books and hand them to him or her.

Privately support those being hurt. Give them words of kindness or condolence.

Express disapproval of bullying behavior by not joining the laughter, teasing, or spreading rumors or gossip.

Attempt to defuse problem situations either single-handedly or in a group. For example, take the bully aside and ask him/her to "cool it."

### ***What Parents Can Do***

Learn about school policies, programs, and support groups related to bullying.

If your child is a victim:

- ♦ Listen to your child to find out what is going on and show empathy.
- ♦ Encourage your child to be assertive and non-aggressive.
- ♦ Be a coach, helping your child to develop strategies for dealing with the bullying.
- ♦ Be patient. Be prepared to spend time with your child, encouraging new interests or strengthening existing talents and skills. Also support and encourage friendships.
- ♦ Contact administrators at your child's school and enlist their assistance.
- ♦ If the problem persists or escalates, you may need to contact local law enforcement officials or seek legal advice.

***If you suspect your child is being a bully, there is reason for concern.  
Seek help.***

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Adapted from *Bullying Prevention: A Manual for Schools and Communities*, U.S. Department of Education, 1999



## Lesson 10: Smart Choices for Safe Kids

### Grade Level:

4th

### Purpose:

To teach students about peer pressure and to develop strategies for resisting negative peer pressure in their decision making.

### Key terms:

peer  
peer pressure (positive and negative)  
influence  
persuasion

### Materials:

"Three Steps for Avoiding Trouble"  
poster.

"Smart Choices for Smart Kids"  
handout.

### Learning Objectives:

#### Students will:

1. define and identify peer pressure;
2. distinguish the differences between positive and negative peer pressure; and,
3. will identify strategies and demonstrate skills for asserting themselves to resist negative peer pressure.

### Presentation Notes:

**ASK** students to recall a time when one of their friends asked them to do something they really didn't want to do, or something that they thought would get them into trouble, especially something that was unsafe.

**ASK** volunteers to describe how they felt in these situations.

**EXPLAIN** that what they were feeling was "peer pressure."

### Key Concepts

**DEFINE** key terms for them:

- ♦ A **peer** is someone close to your own age.
- ♦ **Pressure** is force, influence, or persuasion.
- ♦ **Peer pressure** is when friends or acquaintances, through different types of persuasion, try to influence a person's decision to do something.

**Positive peer pressure** - when someone encourages you to do your very best.

Examples of positive peer pressure:  
Friends encourage you to do your very best; cheering on a sports team.

**Negative peer pressure** - when friends or acquaintances encourage you to do something wrong or dangerous.

Example of negative peer pressure:  
Friends want you to come with them after school, rather than follow the rules about going straight home from school.

**ASK:** What are some examples of peer pressure?

**Examples:**

**Using the friendship:**

"If you were really my friend..."

"I'd do it for you..."

**Teasing:**

"Come on, everybody else is doing it."

"Are you chicken?"

"Stop being a goody-goody."

**Scaring/threatening:**

"No one will like you."

"You won't have any friends."

"Nobody will invite you."

**ANNOUNCE** that it is possible to have friends, be popular, make good decisions, and avoid trouble!

**DISPLAY** the "Three Steps for Avoiding Trouble" poster.

**DISTRIBUTE** the "Smart Choices for Smart Kids" handout to students.

**DESCRIBE** the three steps:

## Step 1.

**Determine if you are being pressured. Look and listen.**

Signs you are being pressured:

Are you being asked to go somewhere you are not supposed to be? With no adults? In a dangerous place?

Are you being threatened?

*"I won't be your friend."*

Teased?

*"What's the matter? Are you chicken?"*

Blackmailed?

*"If you don't, I won't be your friend anymore."*

Is what you are being pressured to do supposed to be a secret?

Are you hearing, *"we won't get caught,"* *"everybody does it,"* or *"it's no big deal."*

Ask yourself: Is this trouble?

Is it against the law?

## Step 2.

**Make a good decision.**

Look at the choices. Gather information. Imagine how you will feel.

Think about the possible consequences of your decisions.

What are consequences? What will happen as the result of your actions?

List these on the chalkboard: (others may be added by the instructor)

**Negative consequences**

Disappointing someone

Having privileges taken away

Losing trust

Getting disappointed

Damaging own self-respect

**Positive consequences**

Making somebody proud

Earning special privileges

Gaining trust

Feeling happy

Building self-respect

## Step 3.

**Act to avoid trouble**

Use the tools. List these on the chalkboard; others may be added:

Just say no

Leave, walk away

Ignore

Make an excuse

Discuss an alternative

Make a joke

Act shocked

Keep refusing

## Role-play/Rehearsal

**ROLE-PLAY** using the following situations to help students practice the three steps for avoiding trouble from peer pressure:

Your friend has not finished her homework and wants to copy yours. She says she won't be your friend anymore if you don't let her.

You are playing at a friend's house when his older brother comes home with several friends. The older boys begin to smoke cigarettes and dare you and your friend to smoke one. They say, "What's the matter? Are you chicken?"

You and your cousin are playing at your grandparents' house one Saturday afternoon when your cousin says he wants to take a closer look at Granddad's shotgun. He says, "It's no big deal — we won't get caught."

Discuss types of peer pressure decisions — have students give personal examples.

## RECAP AND REVIEW:

### What is peer pressure?

When friends or acquaintances, through different types of persuasion, try to influence your decisions.

### What is an example of positive peer pressure?

Friends encourage you to do your very best; cheering on a sports team.

### What is an example of negative peer pressure?

Friends want you to come with them after school, rather than follow the rules about going straight home from school.

## What do people sometimes say when they're trying to put pressure on you?

*"If you were really my friend . . ."*

*"No one will like you."*

*"Come on, everybody else is doing it."*

*"Are you chicken?"*

*"Everybody does it!"*

*"We won't get caught."*

## What are the three steps for avoiding trouble from peer pressure?

### Step 1.

#### Determine if you are being pressured.

Look for signs you are being pressured.

### Step 2.

#### Make a good decision.

Look at the choices. Think about the possible consequences — the positives and the negatives.

### Step 3.

#### Act to avoid trouble.

Use the tools.

- Just say no
- Leave, walk away
- Ignore
- Make an excuse
- Discuss an alternative
- Make a joke
- Act shocked
- Keep refusing

## Home Connection:

Ask students to keep the "Smart Choices for Smart Kids" handout in a place where they can refer to it in the future whenever peer pressure situations arise and they need to "avoid the trouble."

## Virginia Standards of Learning

<b>Content Area</b>	<b>Lesson 10. Related Standards</b>
<b>English</b>	4.1 - The student will use effective oral communication skills in a variety of settings. 4.5 - The student will read and demonstrate comprehension of nonfiction.
<b>History and Social Science</b>	Civics Education 4 - The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by practicing courtesy and respect for the rights of others and practicing responsibility, accountability, and self-reliance.
<b>Health</b>	4.2 - The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills - bullying and aggressive behavior; development of coping skills. 4.7 - The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills - assistance from a trusted adult when in unsafe or uncomfortable situations.
<b>Physical Education</b>	4.4 - The student will demonstrate positive interactions with others in cooperative and competitive physical activities; work toward positive solutions in resolving disagreements.

### Supplementary Resources:

The following reproducible may be downloaded from the McGruff web site:  
<http://www.mcgruff.org/>

*Drugs & Alcohol (tips for grown-Ups)*

National Clearinghouse for Alcohol and Drug Information (NCADI)  
<http://www.health.org/>

National Institute on Alcohol Abuse and Alcoholism (NIAAA)  
<http://www.niaaa.nih.gov/>

NIAAA offers a Kids Web Site, “*The Cool Spot*” at <http://www.thecoolspot.gov/>

## Smart Choices for Smart Kids

### *Step 1. Are you being pressured?*

#### **Danger signs:**

You are being asked to go somewhere you are not supposed to be.

You are being asked to go where there are no adults.

You are being asked to go to a dangerous place or to engage in a dangerous activity.

You are being threatened, teased, or coerced to join others.

You are hearing: “We won’t get caught.” “Everybody does it.” “It’s no big deal.”

Recognize it: **THIS IS TROUBLE!**

### *Step 2. Make a good decision.*

Look at the choices. Weigh the consequences:

#### ***Negative***

Disappointing someone

Having privileges taken away

Losing trust

Getting disappointed

Damaging one’s own self-respect

#### ***Positive***

Making somebody proud

Earning special privileges

Gaining trust

Feeling happy

Building self-respect

### *Step 3. Avoid trouble.*

#### **Just say no!**

Say, “No way, dude! That’s trouble!”

#### **Leave, walk away!**

Say, “No man, I’ve got better things to do!”

#### **Ignore**

Change the subject as if nothing had been said.

#### **Make an excuse!**

Say, “I don’t have time — got to get home.”

#### **Suggest an alternative!**

Say, “Why don’t we do \_\_\_\_\_ instead!”

#### **Make a joke**

Say, “Yeah, and for that we’ll be on restriction until we’re 18!”

#### **Act shocked!**

Say, “I can’t believe you said that! You’re too smart for that!”

#### **KEEP REFUSING**

Say, “What part of ‘no’ didn’t you understand?”

## Additional Resources for Personal Safety Education

### National Crime Prevention Council

<http://www.ncpc.org>  
Phone: (202) 466-6272

NCPC produces over 100 books, videos, posters, and other effective tools for preventing crime and building safer communities. The web site features free on-line publications and reproducible brochures that can supplement personal safety lessons. Reproducible copies are available on the following topics:

- ♦ Child Safety
- ♦ Conflict Resolution/Anger Management
- ♦ Community Crime Prevention
- ♦ Cyber Crime
- ♦ Don't be a Victim (Personal and Home Safety)
- ♦ Juvenile Crime
- ♦ Neighborhood Watch
- ♦ School Safety
- ♦ Sexual Assault/Date Rape
- ♦ Substance Abuse - Drugs, Alcohol and Tobacco
- ♦ Teens at Risk

**The McGruff web site** (<http://www.mcgruff.org/>) **features:**

1. Coloring books/activities and comics; word games and mazes.

2. Tips for kids on the following topics:

- ♦ Helping Out
- ♦ Stranger Danger
- ♦ Bullies
- ♦ Back to school
- ♦ Using the Web
- ♦ Getting Along

3. Tips for adults on the following topics:

- ♦ Helping Kids Help Out
- ♦ Keeping Children Safe From Strangers
- ♦ Choosing a Safe Camp for Your Child
- ♦ Talking With Children About Recent Events
- ♦ Cybersafe Kids
- ♦ At Home Alone
- ♦ Back-to-School Safety
- ♦ Raising Streetwise Kids
- ♦ Bullies
- ♦ Cultural Diversity
- ♦ Managing Conflict

- ♦ Media Literacy
- ♦ Guns and Other Weapons
- ♦ Bicycle Safety
- ♦ Drugs and Alcohol

**National Citizens' Crime Prevention Campaign** (<http://www.weprevent.org/>) features media campaigns and public service announcements aimed at children and their parents. Many of these messages tell children what to do when confronted with dangerous or threatening situations in and around school and encourage children to write for a free, informative comic-activity book that teaches crime prevention and safety lessons.

### **National Center for Missing and Exploited Children**

<http://www.ncmec.org/>  
1-800-THE-LOST

NCMEC maintains a library of resources, many of which can be downloaded free of charge from the web site. General topics include the following:

- ♦ Child Abduction
- ♦ Child Sexual Exploitation
- ♦ Child Safety Information
- ♦ General Information
- ♦ Internet Safety

Child Safety Information is available on the following topics:

- ♦ Child Safety on the Information Highway
- ♦ Door-to-Door Solicitation Safety Tips
- ♦ How to Keep Your Child Safe: A Message to Every Parent

- ♦ Knowing My 8 Rules for Safety, a safety tips poster for children.
- ♦ New Neighborhood Safety Tips
- ♦ Safety Tips for Expectant Parents
- ♦ Summer Safety Tips for Children
- ♦ Summer Safety Tips for Parents
- ♦ Tips to Help Prevent the Abduction and Sexual Exploitation of Your Children

***The Know the Rules...***Series features safety messages for children and teens on the following topics:

- ♦ After School Safety Tips for Children Who are Home Alone
- ♦ Child Safety in Amusement or Theme Parks
- ♦ Child Safety in Youth Sports
- ♦ General Parental Tips to Help Keep Your Children Safer
- ♦ School Safety Tips
- ♦ Going To and From School More Safely
- ♦ An Interactive Theatre Project
- ♦ Abduction and Kidnapping Prevention Tips for Parents
- ♦ Safety Tips for Halloween
- ♦ Safety Tips for Holidays and Safe Shopping
- ♦ When Your Child is Flying Unaccompanied
- ♦ When Your Child is Traveling Unaccompanied by Bus or Train



***The Just In Case...***Series features information for parents and other adults on the following topics:

- ♦ Selecting a baby sitter
- ♦ Choosing daycare
- ♦ Exploitation warning signs and steps to take
- ♦ Preventing parental kidnapping
- ♦ Finding professional help for children who have been kidnapped or sexually exploited
- ♦ Grieving
- ♦ Steps to prepare in case your child might someday be missing
- ♦ Steps to take in case your child might someday run away
- ♦ Helping children prepare for testifying in court

# Personal Safety Resources

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## Key Virginia Resources

### **Governor's Office for Substance Abuse Prevention**

202 North Ninth Street, Sixth Floor  
Richmond, Virginia 23219  
PHONE: (804) 786-9072  
FAX (804) 786-1807  
URL: <http://www.gosap.state.va.us>

### **Virginia Center for School Safety**

Virginia Department of Criminal Justice Services  
805 East Broad Street  
Richmond, Virginia 23219  
PHONE: (804) 371-6506  
URL: <http://www.virginiashoolsafety.com>

### **Virginia Department of Education**

Safe and Drug-Free Schools and Communities Program  
P.O. Box 2120  
Richmond, VA 23218-2120  
PHONE: (804) 225-2871  
URL: <http://www.pen.k12.va.us>

### **Virginia Department of Fire Programs**

101 N. 14th Street, 18th Floor  
Richmond, VA 23219-3684  
PHONE: (804) 371-0220  
URL: <http://www.vdfp.state.va.us>

### **Virginia State Police**

P.O. Box 27472  
Richmond, VA 23261-7472  
PHONE: 24-Hour (804) 674-2000  
URL: <http://www.vsp.state.va.us>

## Key National Resources

### **National Center for Missing and Exploited Children**

Charles B. Wang International Children's Building  
699 Prince St.  
Alexandria, VA 22314-3175  
PHONE: (703) 274-3900  
(800) 843-5678  
FAX: (703) 274-2200  
URL: <http://www.missingkids.com>

### **National Crime Prevention Council**

1000 Connecticut Ave., NW, 13th Floor  
Washington, DC 20036  
PHONE: (202) 466-6272  
FAX: (202) 296-1356  
URL: <http://www.ncpc.org>

# Evaluation of KIDsafe Virginia Personal Safety Lessons

***Attention Instructors! Please help us evaluate these lessons!***

The Governor's Office is very interested in feedback from instructors, from classroom teachers and from students. Included with these lessons are the following:

## **Instructor Feedback (page 55)**

This feedback form is designed to be completed by persons who teach **KIDsafe** Virginia Personal Safety Lessons. Instructors have the opportunity to rate the quality and organization of lessons, to comment on individual lessons, to identify best features and to suggest improvements.

## **Classroom Teacher Evaluation (page 56)**

This evaluation form is designed to be completed by classroom teachers in whose classes **KIDsafe** Virginia Personal Safety Lessons are taught. Classroom teachers have the opportunity to assess student knowledge and skills, to rate the effectiveness on lessons, and to suggest improvements.

## **Student Evaluation (page 57)**

This evaluation form is designed to be completed by students in grades 3 and 4. Students have the opportunity to respond to questions about how much they learned and how much they liked the lesson.

Please send all evaluation forms to the Governor's Office for Substance Abuse Prevention.

### **Mail to:**

**Governor's Office for Substance Abuse Prevention**  
202 North Ninth Street, Sixth Floor  
Richmond, Virginia 23219

**Or Fax to:**  
**804-786-1807**

# Personal Safety Instructor Feedback



City/County: \_\_\_\_\_ Grade level(s) taught: \_\_\_\_\_

Total number of students participating in the lessons taught: \_\_\_\_\_

1. Please check all lessons you taught and then rate quality and organization using the following scale: **Rating scale: E = excellent; G = good; F = fair; P = poor**

Lessons	✓if lesson taught	Quality of Content	Organi- zation of lesson	Comments
Lesson 1. Community Safety Helpers and You				
Lesson 2. Seat Belt Safety				
Lesson 3. Emergency! Dial 911				
Lesson 4. Danger! Stop and Tell!				
Lesson 5. Safe Places, Safe People				
Lesson 6. What's Right, What's Not				
Lesson 7. Safe at Home				
Lesson 8. Safe in the Neighborhood				
Lesson 9. No Bullies Allowed				
Lesson 10. Smart Choices for Safe Kids				

2. What are the best features of the Personal Safety Lessons?

3. What are your suggestions for improving lessons?

4. Would you recommend these lessons to others who work with children? Yes ☐ No ☐

(Optional) Name: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_

# Personal Safety Lessons Classroom Teacher Evaluation



Today's date: \_\_\_\_\_ Your name: \_\_\_\_\_

Name of school: \_\_\_\_\_ Grade level taught: \_\_\_\_\_

City/County: \_\_\_\_\_

Check box for lesson(s) taught:

- |   |   |
|---|---|
| <input type="checkbox"/> Lesson 1. Community Safety Helpers and You | <input type="checkbox"/> Lesson 6. What's Right, What's Not     |
| <input type="checkbox"/> Lesson 2. Seat Belt Safety                 | <input type="checkbox"/> Lesson 7. Safe at Home                 |
| <input type="checkbox"/> Lesson 3. Emergency! Dial 911              | <input type="checkbox"/> Lesson 8. Safe in the Neighborhood     |
| <input type="checkbox"/> Lesson 4. Danger! Stop and Tell!           | <input type="checkbox"/> Lesson 9. No Bullies Allowed           |
| <input type="checkbox"/> Lesson 5. Safe Places, Safe People         | <input type="checkbox"/> Lesson 10. Smart Choices for Safe Kids |

Total number of students participating in the lessons taught: \_\_\_\_\_

Please respond to the following statements and questions by circling the response that best describes your views:

- I think this lesson increased my students' knowledge of factors/conditions that may threaten their personal safety.  
*Strongly Agree      Agree      Disagree      Strongly Disagree      Not Applicable*
- I think this lesson helped by students know "what to do" to avoid or to respond to a threat to their personal safety.  
*Strongly Agree      Agree      Disagree      Strongly Disagree      Not Applicable*
- How would you rate the effectiveness of this lesson in conveying the subject matter to your students?  
*Excellent      Good      Fair      Poor*
- How effectively was this lesson taught?  
*Very Effectively      Moderately Effectively      Ineffectively*
- How well did your students like this lesson?  
*Enthusiastic      Liked      Indifferent      Did Not Like*
- Would you recommend these lessons to others who teach or work with children?  
Yes ☐ No ☐  
If no, Please explain: \_\_\_\_\_  
\_\_\_\_\_

7. Please suggest ways to improve this lesson:  
\_\_\_\_\_

8. Other comments?  
\_\_\_\_\_  
\_\_\_\_\_

# Personal Safety Lessons Student Evaluation



Today's date: \_\_\_\_\_ Your grade: \_\_\_\_\_

Name of your school: \_\_\_\_\_

Please circle the answer that best describes what you think.

1. How much did you learn from this lesson?



Learned a lot



Learned a little



Learned nothing

2. How much did you like this lesson?



Liked a lot



Liked a little



Did not like

3. Would you like to do another lesson like this?



Yes



Maybe



No

4. Would you tell your friends in other classes that they should have this lesson?



Yes

Maybe

No

5. After this lesson, do you know more about how to stay safe?



Yes, I know more



Maybe a little



No, I don't know more

**Notes:**





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